

School District of La Crosse
Grade 8 Language Arts Curriculum
Writing

Student Performance Outcomes	Mandatory Teaching Strategies to Achieve Outcomes
District Outcome: The student communicates effectively through writing.	
<p>Wisconsin Standard B.8.1 – By the end of grade eight, students will create or produce writing to communicate with different audiences for a variety of purposes.</p> <p>Wisconsin Standard B.8.2 – By the end of grade eight, students will plan, revise, edit, and publish clear and effective writing.</p> <p>Wisconsin Standard D.8.1 – By the end of grade eight, students will develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.</p>	
The student	<p>The teacher</p> <ul style="list-style-type: none"> • provides direct instruction by using the Six Trait™ framework and strategies such as <ul style="list-style-type: none"> ○ teacher modeling of own writing ○ think-alouds* (See Reading Resource Guide) • provides examples of fiction and nonfiction writing from <ul style="list-style-type: none"> ○ picture books ○ magazine articles ○ student samples ○ literature ○ expository text ○ essays ○ poetry

*See Resource Guide

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<p>The student</p> <ul style="list-style-type: none"> • uses an appropriate format for the identified audience when writing fiction and non-fiction pieces <ul style="list-style-type: none"> ○ spool paper ○ compare/contrast ○ cause/effect ○ persuasive ○ opinion/proof ○ sequential/chronological ○ creative pieces/personal narratives ○ business letters ○ extemporaneous (on demand) ○ research papers • writes well developed paragraphs • writes responsively <ul style="list-style-type: none"> ○ informal writing in journals ○ learning logs ○ notes ○ quick writes ○ blogs • effectively uses the steps in the writing process <ul style="list-style-type: none"> ○ pre-writing (brainstorming, webbing, outlining, graphic organizers, etc.) ○ drafting (focus on content) ○ revising/conferring using the traits of <ul style="list-style-type: none"> ▪ ideas ▪ organization ▪ word choice ▪ voice ▪ sentence fluency ○ proofing/editing using the trait of <ul style="list-style-type: none"> ▪ conventions ○ publishing <ul style="list-style-type: none"> ▪ presentation 	<p>The teacher</p> <ul style="list-style-type: none"> • provides direct instruction in writing multiple paragraph essays through the use of a variety of text structure models from fiction and non-fiction <ul style="list-style-type: none"> ○ spool paper ○ compare/contrast ○ cause/effect ○ persuasive ○ opinion/proof ○ sequential/chronological ○ creative pieces/personal narratives ○ business letter (introduce in seventh grade) ○ extemporaneous (on demand) – <u>ONE PER QUARTER</u> (Prompts You Can Use in the Classroom* and Strategy for Writing a Prompt*) ○ research papers • models and instructs students to use the writing process* within the Six Traits™ framework** • provides direct instruction in the writing process (Reviewing the Writing Process*) <ul style="list-style-type: none"> ○ pre-writing strategies <ul style="list-style-type: none"> ▪ brainstorming ▪ webbing ▪ outlining ▪ graphic organizers ○ drafting strategies <ul style="list-style-type: none"> ▪ no erasing/deleting (word processing) ▪ double-spacing ▪ dating and labeling ▪ saving everything ○ models revision strategies (Super Questions to Help Students Revise* and Ways to Respond to Students to Encourage Revision*) <ul style="list-style-type: none"> ▪ ideas (Showing, Not Telling*) <ul style="list-style-type: none"> • focus (narrowing topic) • clarity (development of ideas) • details

*See Resource Guide

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<p>The student</p> <ul style="list-style-type: none"> uses the Grid-It* process to work on revising 	<p>The teacher</p> <ul style="list-style-type: none"> organization <ul style="list-style-type: none"> structure lead/thesis (Writing a Good Lead Paragraph* and Topic Sentences and Thesis Statements*) body transitions (Transitional Word List*) conclusion word choice <ul style="list-style-type: none"> striking language (strong nouns, vivid verbs) clear language (Effective Language*) sensory language (Sensory Word List*) original language voice <ul style="list-style-type: none"> individual/enthusiasm audience/tone sentence fluency <ul style="list-style-type: none"> flow variety in length and structure clarity teaches the use of Grid-It* for independence in fluency revision conventions <ul style="list-style-type: none"> editing (Strategies for Proofreading*)

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**See your Reading Specialist

School District of La Crosse
Grade 8 Writing Curriculum
Revised July 2008
Page 3 of 5

School District of La Crosse
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Student Performance Outcomes	Mandatory Teaching Strategies to Achieve Outcomes
District Outcome: The student communicates effectively through writing.	
<p>Wisconsin Standard B.8.3 – By the end of grade eight, students will understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.</p> <p>Wisconsin Standard C.8.2 – By the end of grade eight, students will recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.</p>	
<p>The student</p> <ul style="list-style-type: none"> • understands, recognizes, writes and/or corrects <ul style="list-style-type: none"> ○ subject/predicate ○ independent clauses ○ types of sentences (simple, compound, compound/complex) ○ capitalization ○ usage ○ run-on sentences ○ fragments ○ agreement ○ punctuation <ul style="list-style-type: none"> ▪ periods ▪ question marks ▪ commas – splices ▪ exclamation marks ▪ apostrophes ▪ quotation marks ▪ semicolon • understands, recognizes, writes and/or corrects <ul style="list-style-type: none"> ○ degree (ex. good, better, best) ○ word families ○ word history ○ idioms, slang, jargon ○ figurative language (simile, metaphor, personification, hyperbole, allusion) 	<p>The teacher</p> <ul style="list-style-type: none"> • uses the writing process and the trait of conventions to provide direct instruction and continuous practice in revising and editing <ul style="list-style-type: none"> ○ subject/predicate ○ independent/dependent clauses (introduce in eighth grade) ○ types of sentences (simple, compound, complex, compound/complex – introduce in eighth grade) ○ capitalization in sentences, titles, names, places, quotation marks ○ usage ○ run-on sentences ○ fragments ○ agreement ○ punctuation • directly teaches various grammatical structures to communicate ideas through writing <ul style="list-style-type: none"> ○ degree (ex. good, better, best) ○ word families ○ word history ○ idioms, slang, jargon ○ figurative language (simile, metaphor, personification, hyperbole, allusion)

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Student Performance Outcomes	Mandatory Teaching Strategies to Achieve Outcomes
<p>The student</p> <ul style="list-style-type: none"> • understands and correctly uses the eight parts of speech <ul style="list-style-type: none"> ○ noun ○ verb ○ pronoun ○ adjective ○ adverb ○ preposition ○ interjection ○ conjunctions • uses correct spelling • understands and correctly uses <ul style="list-style-type: none"> ○ prefixes ○ suffixes ○ root words ○ singular/plural possessives ○ homonyms ○ silent letters ○ contractions <p>From: Cunningham, Patricia M. and Dorothy P. Hall (1998). <i>Month by Month Phonics for Upper Grades</i>. Carson-Dellosa Publishing Co., Inc. : Greensboro, NC</p> <p>Arens, Amanda B., et al (2005). <i>The Teacher's Guide to Big Blocks – A Multimedia, Multilevel Framework</i>. Carson-Dellosa Publishing Co., Inc.: Greensboro, N.C.</p>	<p>The teacher</p> <ul style="list-style-type: none"> • provides instruction in recognizing and using the eight parts of speech (Principles to Guide the Smart Teaching of Grammar for Writing*) <ul style="list-style-type: none"> ○ noun (proper, common, possessive, singular, plural, direct object) ○ verb (active, passive, linking, helping) ○ pronoun(singular/plural, compound subjects and objects) ○ adjective (articles, comparative, superlative) ○ adverb (comparative, superlative, degree, time, place, manner) ○ preposition (prepositional phrase) ○ interjection (ex. UGH!) ○ conjunctions (FANBOYS – for, and, nor, but, or, yet, so) • through the use of word walls and other resources, will emphasize the following (Working with Words Supplement/Upper Grade Word Wall*) <ul style="list-style-type: none"> ○ four consistent spelling rules <ul style="list-style-type: none"> ○ “i” before “e” except after “c” ○ doubling the final consonant before adding an ending ○ dropping silent “e” before adding an ending ○ changing “y” to “i” before adding “es” ○ prefixes (Nifty Thrifty Fifty* and Simple Teaching Roots, Prefixes, and Suffixes*) ○ suffixes (Nifty Thrifty Fifty* and Simple Teaching Roots, Prefixes, and Suffixes*) ○ root words (Simple Teaching Roots, Prefixes, and Suffixes*) ○ singular/plural possessives ○ homonyms ○ silent letters ○ contractions ○ commonly misspelled words (Word Wall/Non-negotiable*)

*See Resource Guide

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